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ABSTRACT

This study was conducted to identify the kinds of student issues involving growing up and adolescent development that teachers deal with most often. A survey on adolescent development issues was administered to 37 school teachers, administrators and other personnel involved with students in grades 5 through 12 in the Morristown, Vermont school district. The findings suggest that family and peer relationships seem to be at the root of most of the challenges reported. It appears that problems and challenges ranked below family and peer issues (substance abuse, identity development, self-esteem) are linked to, if not the direct result of, one or both of those two primary concerns. Sixty-two percent of respondents reported that between 25% and 50% of their students experienced more stable environments at school than they did at home. Five open-ended questions on the school's role in responding to adolescent development issues were included in the survey. This report contains the transcribed answers to those questions as they were written on the surveys. (NB)

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ED359479

Adolescent Development Issues In the Classroom

Jerry Tillotson
EDU 508A
Adolescent Development
May 6, 1993

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Adolescent Development Issues Facing Your Students

A Survey of Faculty, Staff, and Administration

Thanks for your cooperation. *Jerry Tillotson*

The purpose of this survey is to get an idea of the kinds of student issues involving growing up and adolescent development that teachers deal with most often. The information obtained will be used as part of an education class presentation at Johnson State College. Neither the schools nor the people taking part in this survey will be identified.

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE.

Please return completed survey to the office by:

Monday, March 22, 1993.

I have been employed by this school system for:

☐ 20 or more years ☐ between 15 and 20 years

☐ between 10 and 15 years ☐ between 5 and 10 years ☐ less than 5 years

Please circle the grade level(s) of the students you teach or advise:

5 6 7 8 9 10 11 12

1. What do you see as the five most critical problems, decisions, or challenges involved with growing up facing your students? Please rank your selections in order of significance with No. 1 being the most significant. Select from the list or add other areas of concern.

☐ Peer Pressure	☐ Sexual Abuse	☐ Achieving Independence	☐ _____
☐ Alcohol Use/Abuse	☐ Acquaintance Rape	☐ Suicide	☐ _____
☐ Drug Use/Abuse	☐ Pregnancy	☐ Divorce	☐ _____
☐ Family Relationships	☐ Abortion	☐ Discrimination	☐ _____
☐ Teacher Relationships	☐ Birth Control	☐ Identity Development	☐ _____
☐ Sexual Activity	☐ Violence	☐ Harassment	☐ _____
☐ Sexually Transmitted Disease	☐ Death	☐ Life after school/college	☐ _____

2. For what percentage of your students do you feel school provides more stability than home/family?

☐ less than 25% ☐ 25% - 50% ☐ 50% - 75% ☐ more than 75%

3. Is your school sufficiently staffed and equipped to offer solutions for the issues you just identified? Why or why not? What more would you like to see your school do to help students with these needs?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Do you feel the school is the appropriate place to deal with these issues? Please explain your answer.

5. To what degree do you feel your instructional time is compromised by the presence of these issues in the classroom?

6. What would you tell future teachers about the social and emotional development issues they are likely to encounter in the classroom?

7. Describe how having a psychologist on the staff affects your ability to meet the educational needs of your students.

I. Description of Investigation

The subject of this investigation was based on finding answers to one question: "As a teacher, what am I going to encounter in the classroom in terms of social, emotional, and behavioral issues involved with adolescent development?"

To obtain that information I submitted a two-page survey (attached) to each member of the faculty, administration, and staff involved with students in grades five through twelve in the Morristown [Vermont] school district. Of the sixty-five people identified to receive the survey, thirty-seven responded (57 percent).

It can be argued that the people responding to this survey are experienced in working within this system. Respondents who have been in this system for more than five years total 89.2 percent (Figure 1, page 7). This helps to legitimate the answers to the remaining questions on the survey.

The majority of the respondents, 54 percent (Figure 2, page 8), are involved with students in grades seven through twelve. Nearly 38 percent are involved with students in grades five and six. Only 11 percent are exclusively involved with grade seven and eight students and 13.5 percent deal exclusively with grades nine through twelve.

The surveys were distributed and collected within a period of three weeks from mid-March to early April 1993.

II. Description of Findings

A. Before I conducted this survey I had a pretty good idea that a critical number of issues involving adolescent development found their way into classrooms and affected the quality of instruction for all students. I learned, in terms of the faculty, staff, and administration who responded to this survey, which issues are the most crucial, the degree to which the respondents feel these issues are significant, how the respondents feel about dealing with them in the school setting, what their advice to future teachers is, and how they deal with these issues in their schools.

The results reinforced what we have discussed in this class [EDU508A Adolescent Development, Johnson State College, Johnson, Vermont] all semester--that family and peer relationships seem to be at the root of most of the challenges involved with growing up (Figures 3 and 4, pages 9 & 10). Scores were based on number one rankings receiving five points, number two rankings four points, third rankings three points, and four and five rankings, two points and one point, respectively. The column at far right of Figure 3 represents the percentage of respondents that ranked each particular issue number one. Figure 4 is a graphed representation of the top 10 selections according to the answers received in survey question number one. One-third of the respondents ranked family as the number one source of concern for students while two-thirds placed family in the top three. Ninety-five percent placed family relationships in the top five.

Figure 5 on page 11 provides a comparison of the top scoring issues by grade level employee.

Question number one asked the respondents to identify the five most critical problems, decisions, or challenges involved with growing up facing their students. They were asked to rank their selections in order of significance with a ranking of number one being the most significant. Figures 6 and 7 on pages 12 and 13 are graphed representations of the percentages of grade level employees who ranked each of the top ten issues, as ascertained by scoring system explained above, one through five.

Twenty-seven percent ranked peer relationships as the most significant challenge facing students, with 54 percent placing it in the top three and 68 percent in the top five.

Alcohol use and abuse was ranked as the third most challenging aspect. Alcohol made it to the third spot with just one first place selection and only three respondents cited it as the second most important issue. However, the same number of people, 68 percent, ranked alcohol in the top five as did those who selected peer relationships.

It also became apparent that problems and challenges ranked below family and peer issues, for example, substance abuse, identity development, and self-esteem, are linked to, if not the direct result of, one or both of those two primary concerns.

I also learned from the people who took the time to supply me with written answers that, at least for the most part, they accept the challenges these issues pose for them in the classroom. Several said dealing with adolescent development in

the classroom is part of the job. A few said they don't let these issues get in the way of instruction. One said s/he has become callous and no longer questions students about or expresses concern over apparent problems.

The majority perceive that up to half their students experience more stable environments at school than they do at home (Figure 8, page 14). Sixty-two percent of those surveyed said that between a quarter and a half of their students fit that category. Add to that those who selected the fifty to seventy-five percent range and seventy-six percent of the respondents perceive that one-quarter to three-quarters of their students have less stable environments at home as opposed to school.

Most of the respondents said they are willing to work towards enhancing the stability school offers and to provide an education that will improve each student's quality of life.

The respondents offer future educators excellent advice as to what they will encounter and how to prepare for it. Many suggested taking this very type of course, along with other courses related to psychology and sociology, that would provide training in the effective management of a wide spectrum of challenges that life imposes on students.

However, teachers do not work in isolation with these challenged students. Teachers in this system appreciate having instructional support teams to fall back on for assistance and support. With guidance personnel and a school psychologist providing school-wide team links, teams maintain consistency in handling problems. The responses indicated that due to this team

approach, employee stress is reduced through effective management techniques.

B. At least in terms of the school in which the personnel were surveyed for this investigation, by showing that the teachers are seeing family and peer issues as the origins of their students' most significant challenges in growing up, we get a better understanding on what aspects of student lives we need to key in on in order to begin to find and offer solutions.

The findings also support use of instructional support teams, comprising administrators, guidance counselors, the school psychologist, and content area teachers, as a capable approach in mitigating the harm that stems from emotional and behavioral problems.

If not learned, at least reinforced by this research is the knowledge that school plays, at the very least, as vital a role in a student's life as does home and family. In some cases, as gleaned from the survey results, school is much more vital in providing positive role models, clear expectations of performance and methods of achievement, and sources of nurturing. With society being what it is today, replete with one parent families, blended families, families with both parents working, increased sources of information accessible to adolescents, and an abundance of social challenges to teens and pre-teens that did not exist ten years ago, it is absolutely critical that school personnel be equipped to confront a wide range of crises.

C. The theory derived from this research may not be new or original, but it is abundantly clear--the less stable and the less nurturing the home environment, the greater the reliance and the greater the demands the student, consciously or unconsciously, will place on the school for growth and development.

Another theory could involve the modern role of school systems. No longer are they solely institutions that administer instruction and education. Societal changes have forced schools to consider the welfare of the entire student, socially and psychologically, as well as educationally. Schools today have to be staffed sufficiently and ready to comprehensively prepare students for life.

So far, this report and the figures referred to deal with the survey through question number two. The remaining pages cover the transcribed answers to questions three through seven exactly as they were written on the surveys. The numbers that appear with each response indicate the respondent and are consistent of ownership from question to question, i.e., all the number one responses are from the same survey.

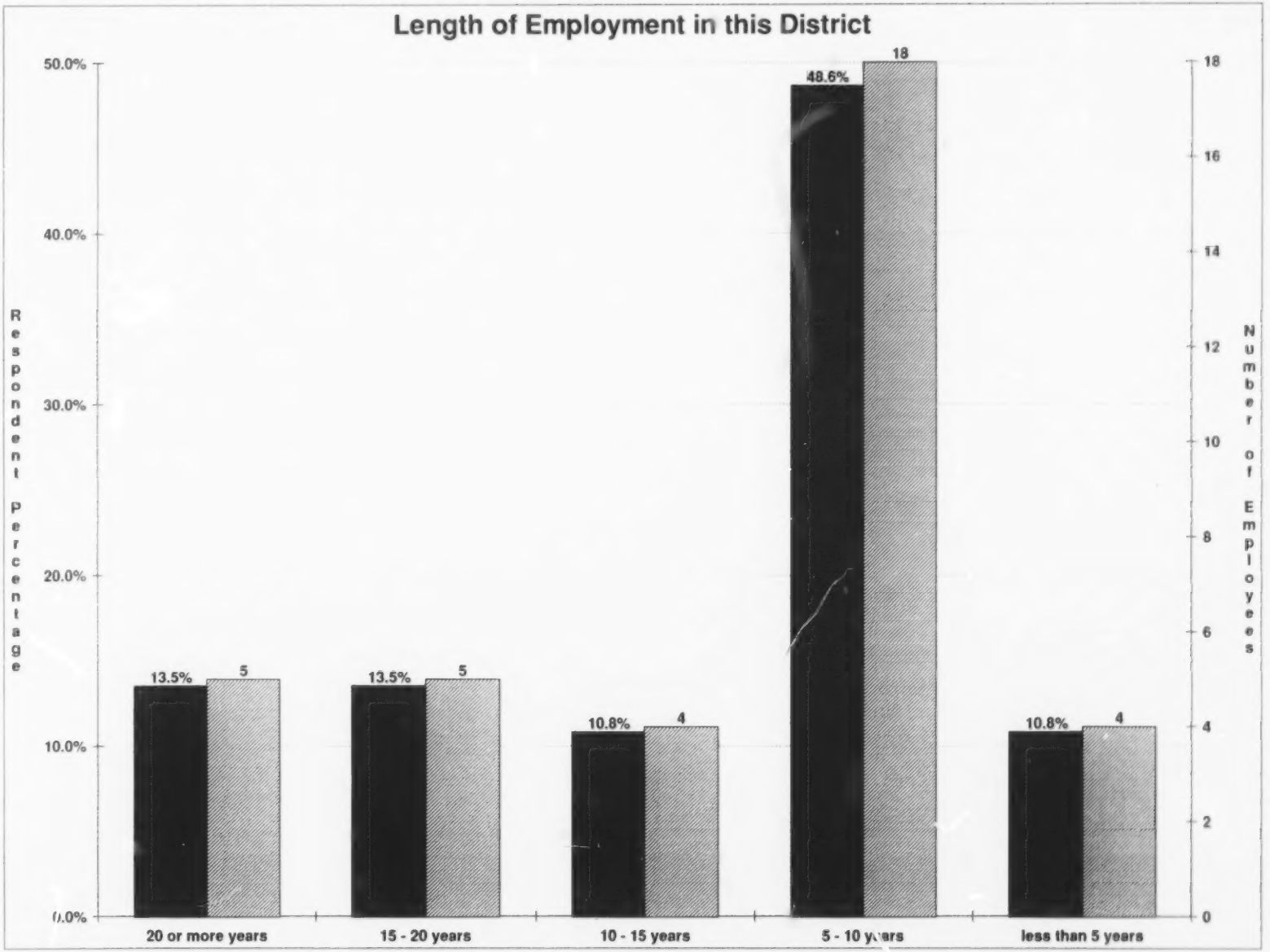
Length of Employment in this District
Respondent Percentage
Number of Employees
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
18
16
14
12
10
8
6
4
2
0
13.5%
5
13.5%
5
10.8%
4
48.6%
18
10.8%
4
20 or more years
15 - 20 years
10 - 15 years
5 - 10 years
less than 5 years

Figure 1

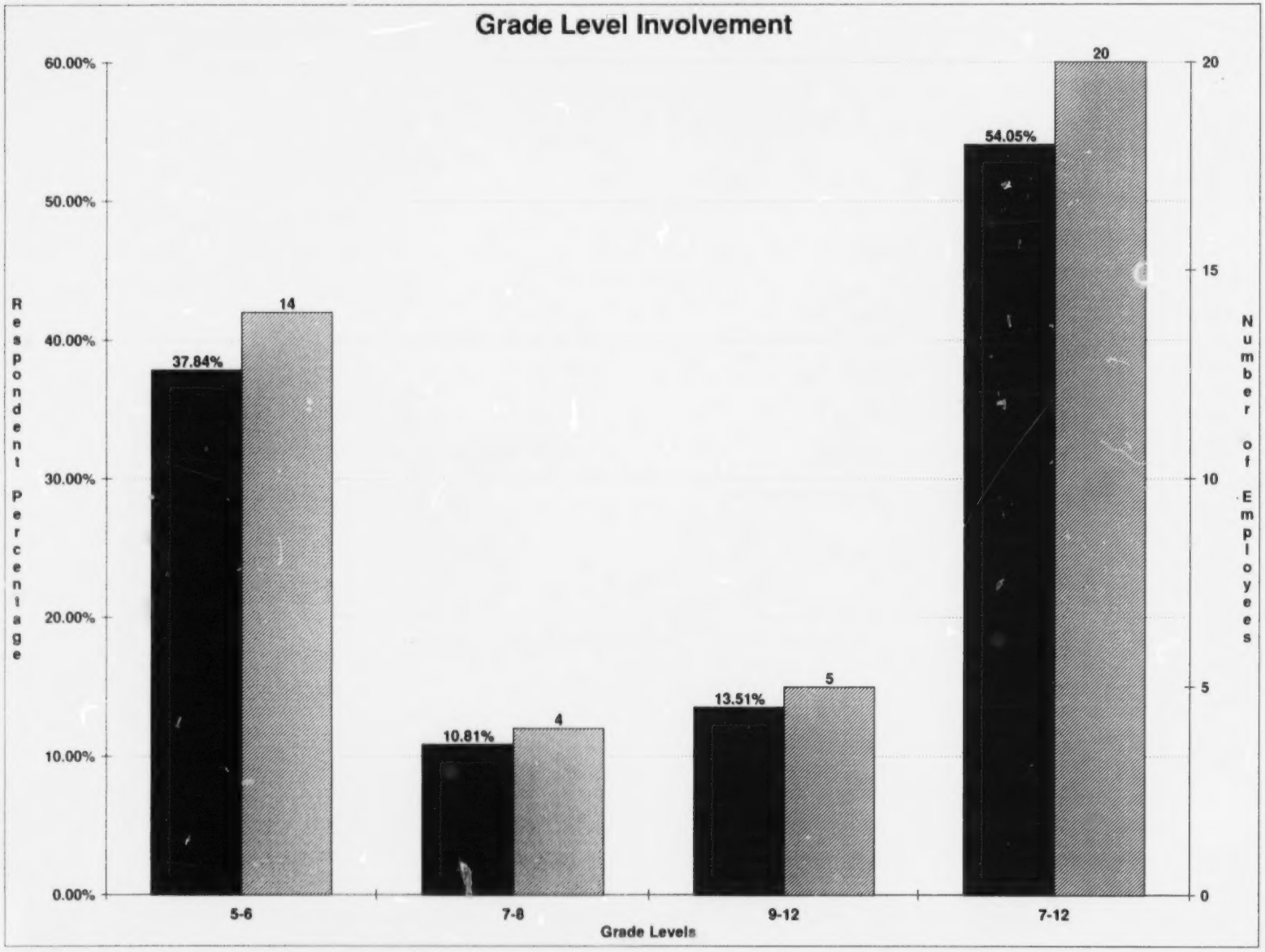
Grade Level Involvement
Respondent Percentage
Number of Employees
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
20
15
10
5
0
37.84%
14
10.81%
4
13.51%
5
54.05%
20
5-6
7-8
9-12
7-12
Grade Levels

Figure 2

	Score	Percent Cited #1
Family Relationships	126	32.4%
Peer Pressure	96	27.0%
Alcohol Use/Abuse	63	2.7%
Identity Development	60	10.8%
Sexual Activity	31	2.7%
Achieving Independence	30	2.7%
Drug Use/Abuse	29	0.0%
Divorce	23	2.7%
STD	11	5.4%
Self-Esteem	11	2.7%
Teacher Relationships	10	0.0%
Life after School/College	8	2.7%
Violence	8	0.0%
Negative/Apathetic Attitudes	5	2.7%
Pregnancy	5	0.0%
Abortion	4	0.0%
Birth Control	4	0.0%
Death	4	0.0%
Harassment	4	0.0%
Abuse or Neglect at Home	4	0.0%
Sexual Abuse	3	0.0%
Lack of a Value System	1	0.0%
Problem Solving Skills	1	0.0%
Acquaintance Rape	0	0.0%
Suicide	0	0.0%
Discrimination	0	0.0%

Figure 3

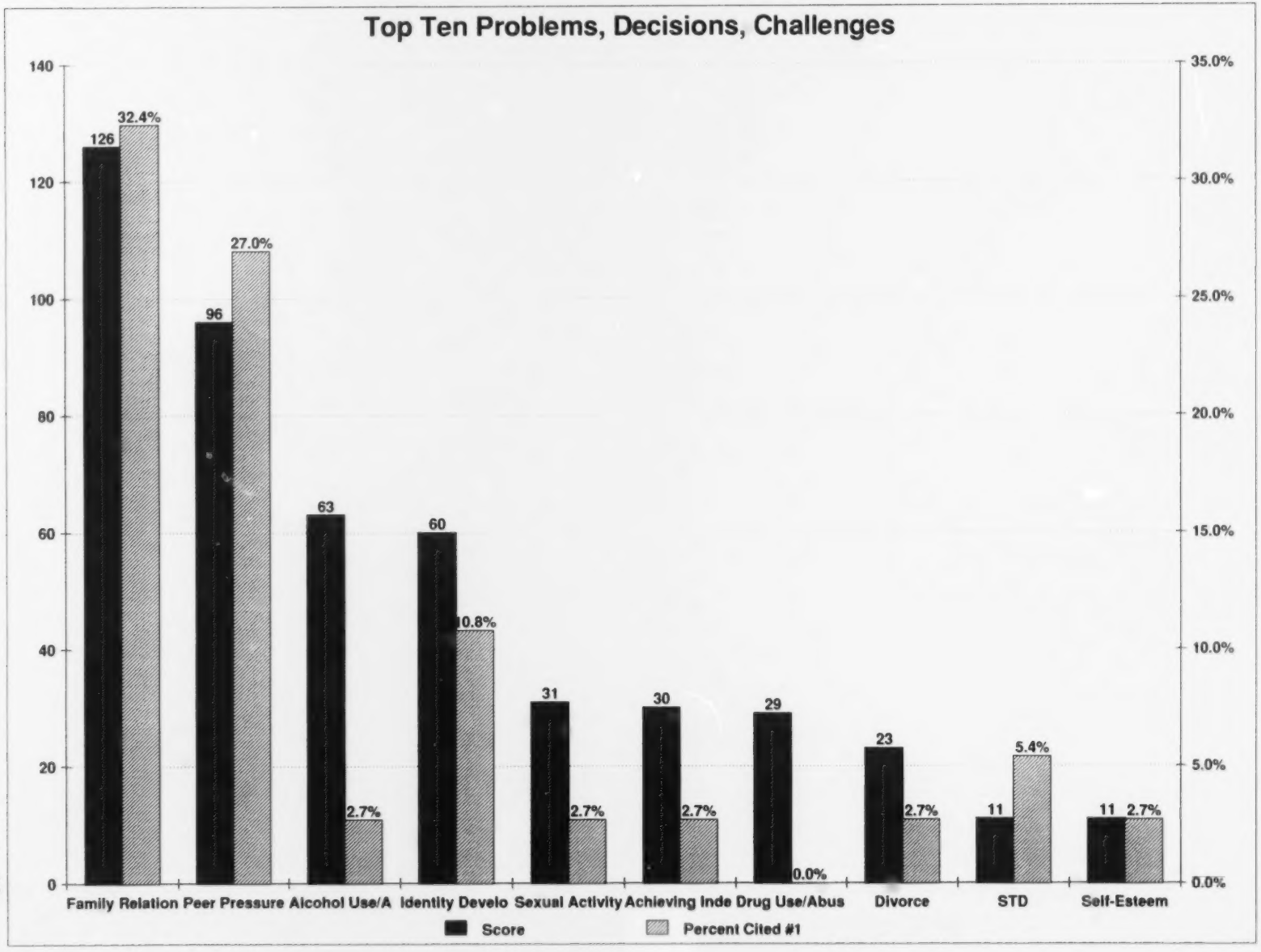
Top Ten Problems, Decisions, Challenges
140
120
100
80
60
40
20
0
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
126
32.4%
96
27.0%
63
2.7%
60
10.8%
31
2.7%
30
2.7%
29
0.0%
23
2.7%
11
5.4%
11
2.7%
Family Relation
Peer Pressure
Alcohol Use/A
Identity Develo
Sexual Activity
Achieving Inde
Drug Use/Abus
Divorce
STD
Self-Esteem
Score
Percent Cited #1

Figure 4

	Grades:	Total
1	Family Relationships	126
2	Peer Relationships	93
3	Alcohol Use/Abuse	63
4	Identity Development	60
5	Sexual Activity	31
6	Achieving Independence	30
7	Drug Use/Abuse	29
8	Divorce	23
9	STD	11
10	Self-Esteem	11
11	Teacher Relationships	10
12	Life After School/College	8

	Grades:	5-6
1	Family Relationships	50
2	Peer Relationships	45
3	Achieving Independence	23
4	Identity Development	18
5	Alcohol Use/Abuse	12
6	Teacher Relationships	10
7	Divorce	5
8	Self-Esteem	3
9	Violence	3
10	Sexual Activity	2
11	Drug Use/Abuse	2
12	STD	1

	Grades:	7-8
1	Family Relationships	17
2	Alcohol Use/Abuse	13
3	Peer Relationships	10
4	Identity Development	10
5	Divorce	10
6	Drug Use/Abuse	7
7	Achieving Independence	2

	Grades:	7-12
1	Family Relationships	59
2	Alcohol Use/Abuse	38
3	Peer Relationships	38
4	Identity Development	32
5	Sexual Activity	29
6	Drug Use/Abuse	20
7	STD	10
8	Divorce	8
9	Self-Esteem	8
10	Life After School/College	7
11	Achieving Independence	5
12	Violence	5

	Grades:	9-12
1	Family Relationships	12
2	Peer Relationships	9
3	Alcohol Use/Abuse	8
4	Sexual Activity	8
5	Identity Development	5
6	Drug Use/Abuse	5
7	Divorce	4
8	Pregnancy	4
9	Self-Esteem	3
10	Violence	1

Figure 5

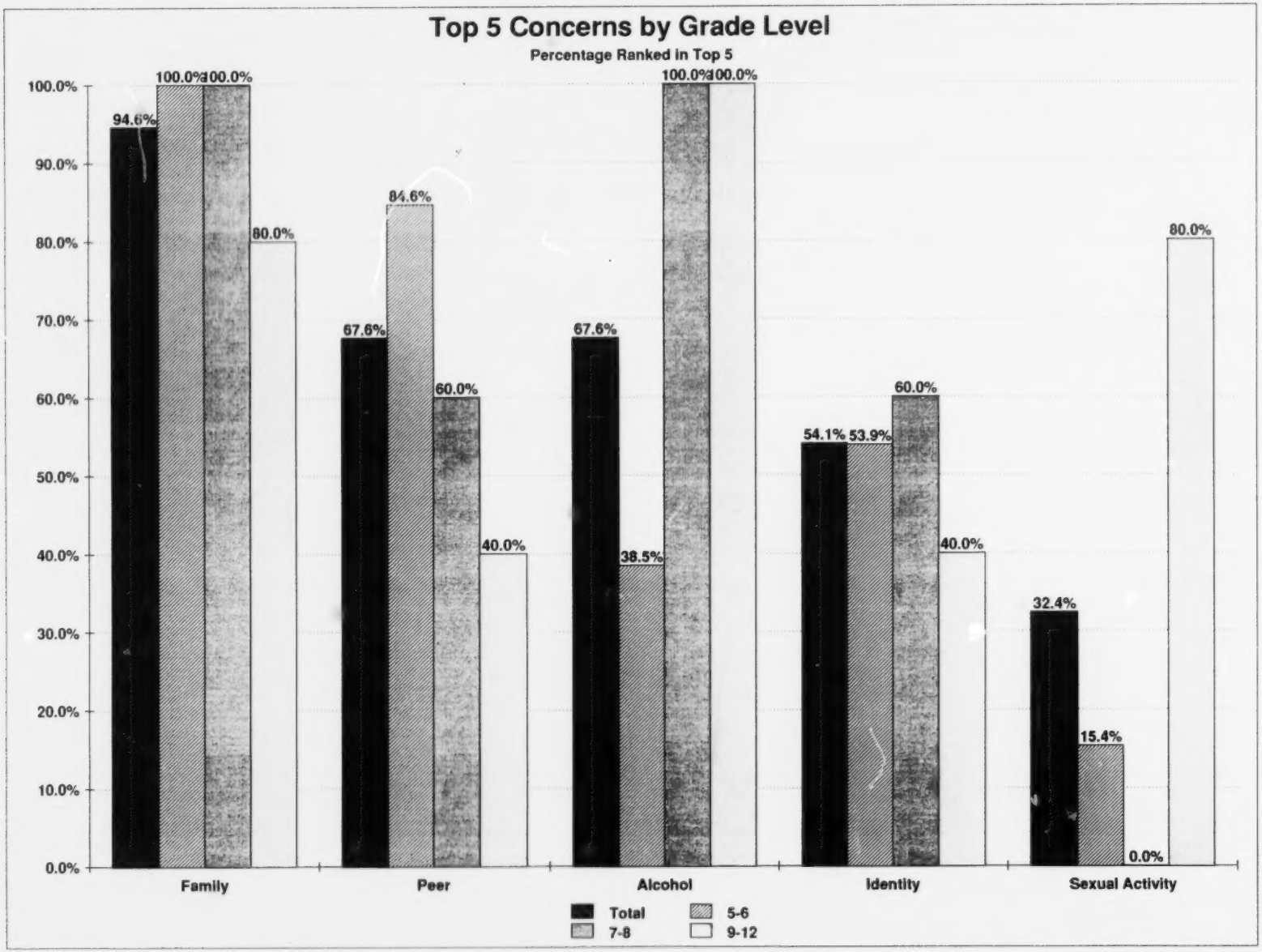
Top 5 Concerns by Grade Level
Percentage Ranked in Top 5
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
94.6%
100.0%
100.0%
80.0%
67.6%
84.6%
60.0%
40.0%
67.6%
38.5%
100.0%
100.0%
54.1%
53.9%
60.0%
40.0%
32.4%
15.4%
0.0%
80.0%
Family
Peer
Alcohol
Identity
Sexual Activity
Total
7-8
5-6
9-12

Figure 6

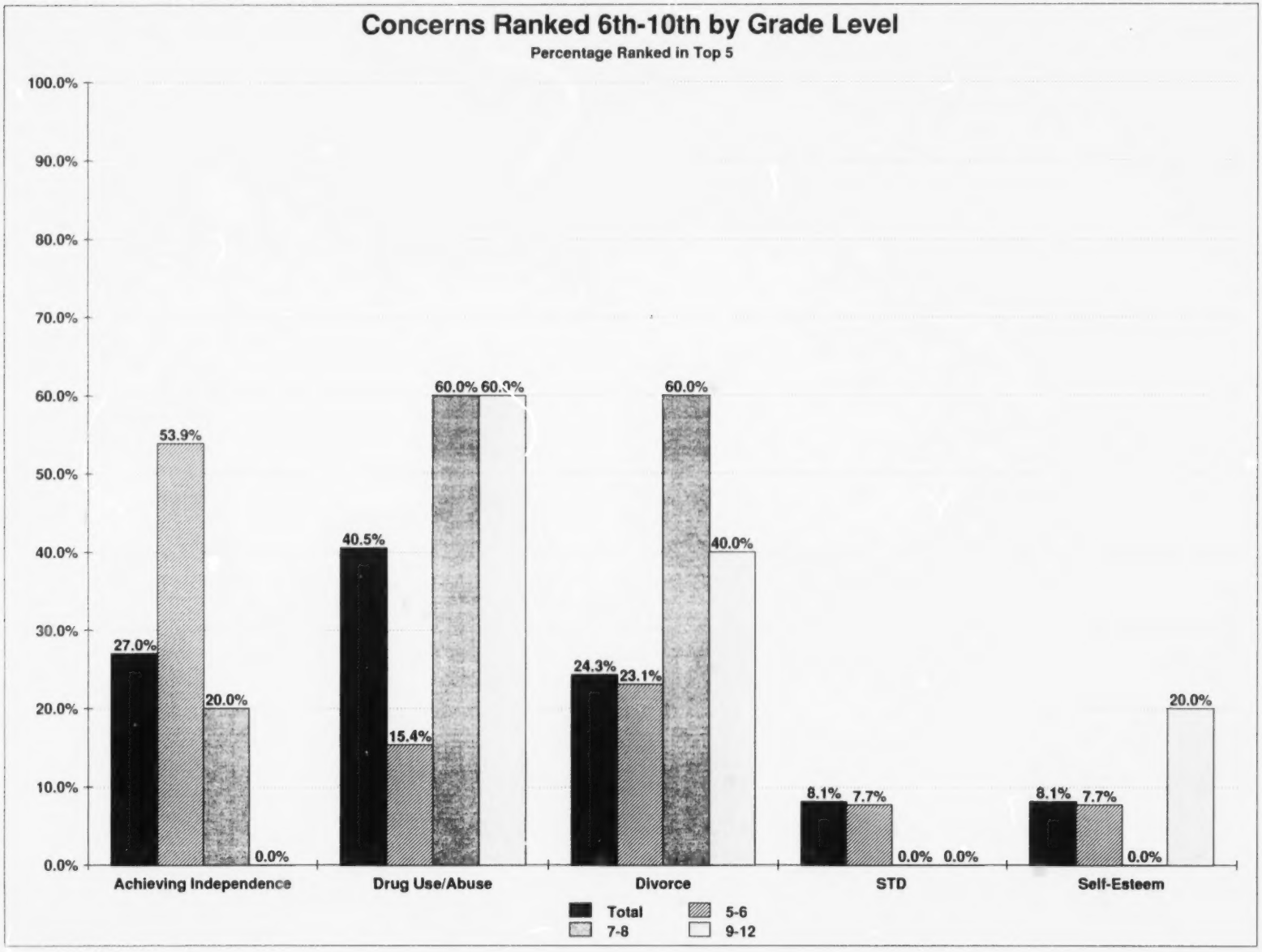
Concerns Ranked 6th-10th by Grade Level
Percentage Ranked in Top 5
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
27.0%
53.9%
20.0%
0.0%
40.5%
15.4%
60.0%
60.0%
24.3%
23.1%
60.0%
40.0%
8.1%
7.7%
0.0%
0.0%
8.1%
7.7%
0.0%
20.0%
Achieving Independence
Drug Use/Abuse
Divorce
STD
Self-Esteem
Total
5-6
7-8
9-12

Figure 7

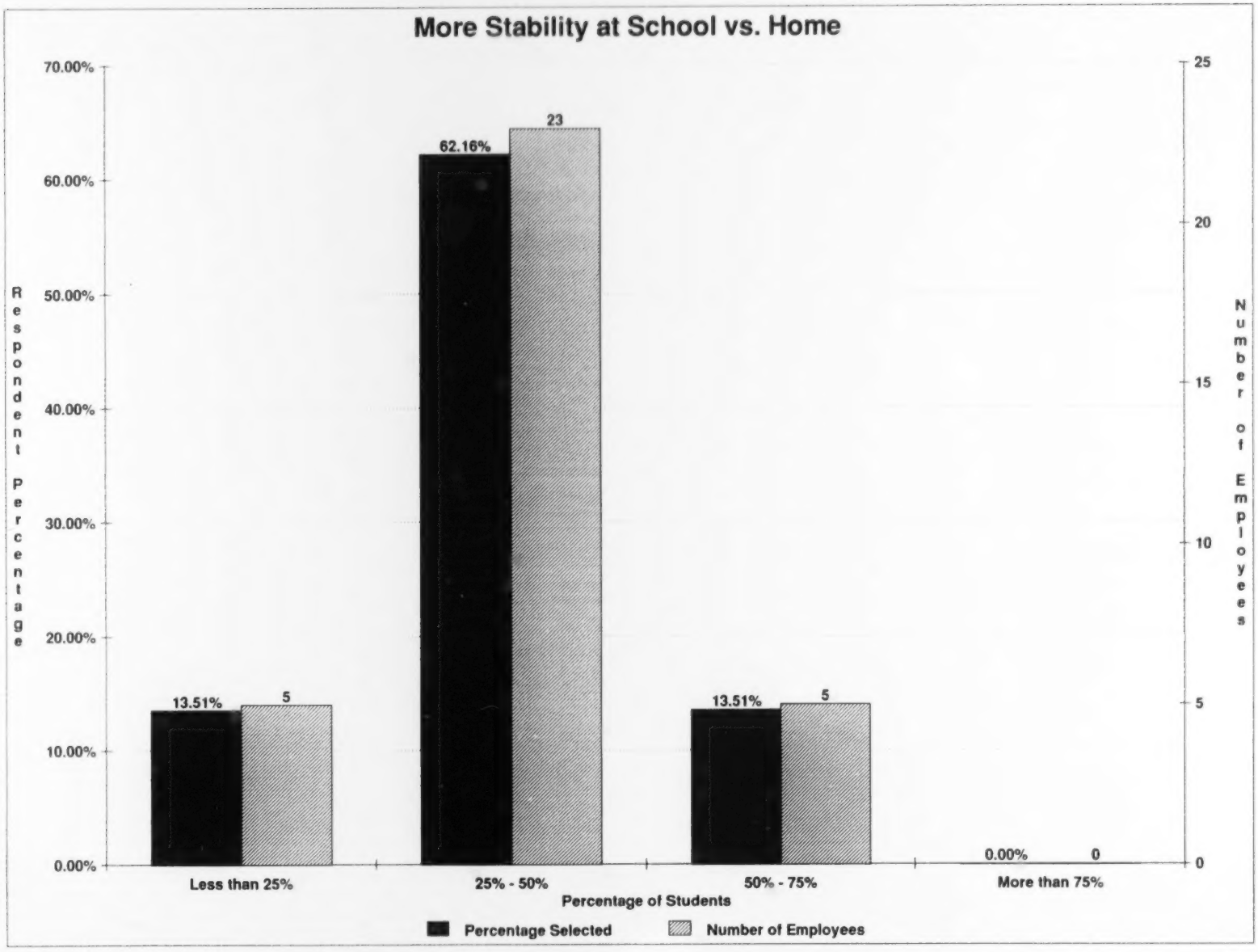
More Stability at School vs. Home
Respondent Percentage
Number of Employees
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
25
20
15
10
5
0
13.51%
5
62.16%
23
13.51%
5
0.00%
0
Less than 25%
25% - 50%
50% - 75%
More than 75%
Percentage of Students
Percentage Selected
Number of Employees

Figure 8

Survey Question No. 3

Is your school sufficiently staffed and equipped to offer solutions for the *issues you just identified? Why or why not? What more would you like to see* your school do to help students with these needs?

#1. For the most part, yes. For the middle school student there are classes through both the physical ed. and health department and the nurse that are geared to teenage concerns.

Also, the school has a psychologist and two other counselor-type people to help students either individually or in small groups.

#2. We do have a guidance counselor, an excellent school nurse, and a part-time psychologist. Our middle level teachers are aware of middle level students' needs and do a lot of counseling.

I would like students to come to school READY TO LEARN! If parents would value education, students would value education. Too often, school and serious learning are not valued.

A lot of time is spent on discipline issues which prevent students from learning. Unfortunately, we must deal with situations that are not always academic but are necessary so children *can* learn.

#3. Yes. Our school has become sufficiently staffed with a crisis response team comprise of school nurse, support service director, guidance person, psychologist and principal.

This team is free to meet as soon as crisis occurs and develop plans of whether to bring in outside agency assistance, parents or develop an in-school plan of support.

#4. We are sufficiently equipped to deal with school-related issues, but it's more difficult to address those problems stemming from home (parent, sibling relationships, neglect, etc.). We have a guidance counselor and psychologist and support groups for kids. We also have a system in place to report suspected neglect/abuse, but often these situations are reported to SRS and that's the last we hear of it. Overall I feel we are doing all we can to meet the needs of most students.

#5. I think that our school is well staffed to help offer solutions. I would like to see us find ways to become more involved with families that are productive for students and family. Teachers need more help in understanding the complex social issues that families and children face today. We have a Student Assistance Program at our school that could take on more tasks associated with the issues identified above. In terms of staffing, we may be able to meet more kids, families needs if we had another guidance counselor. Currently there is one to 500 kids.

#6. Yes, our school is sufficiently staffed. However, we can always use more training and more time to deal with these issues. One of the big questions, though, which shapes our answer to these questions is, "Where does the school's responsibility lie?" Do we only go as far as ensuring that students can learn while they're here or do we go further? So, I guess ultimately I'm of two minds--we have sufficient staff and are doing enough if we keep close boundaries on what is the school's responsibility. However, if we are picking up more of the responsibilities of other groups, we need to expand staffing.

#7. [Elementary School] We are short about a half a guidance position according to PSA standards.

I'd like to see us look at after-school, vacation, and summer day care and recreation programs for one thing. Some schools have set up a home/school coordinator type of role. This might help. Right now, when teachers take time to work on these issues, it has to come out of other things. We aren't doing a clear job of saying what's most important--academics? emotional growth? being on committees? curriculum development?

#8. Yes, I do believe that Morrisville Elementary School is sufficiently staffed and equipped to offer solutions to the issues identified above. I would like to think that at some point we, the teachers, could make a difference in the variety of home difficulties we deal with each day. At this point we are often told, "You can only do so much." I find myself frustrated when I am told that and want to do more for the child and family in some way.

#9. I think we are doing a pretty good job at these problems. We need a full-time psychologist and I think that starts next year. I would like to see parents take a more vested interest in school and come in more often, be more involved, get closer to teachers.

#10. We have wonderful support from guidance, consulting teachers, school nurse, principal, and paraprofessionals. In spite of these people there are not enough to go around with the number of needy children we serve and there is not enough time built into our day to meet for unbroken blocks for planning with teams on a regular basis.

#11. We are fortunate in having a well trained staff to deal with the above issues. This is perhaps due to our accreditation process of a few years ago. With a full-time nurse, a psychologist, a speech therapist, a special education department and our mental health affiliations, the needs of the student are able to be addressed. The lack of close family ties creates many of the problems. We do get family support where there are families to turn to, but in too many cases the "real" family is packing.

#12. I think everyone could always do more but I think we do a good job.

I believe if we had more activities for students to be involved in after-school we would better serve more young people. I think a bigger recreational facility similar to what JSC has would be a great help.

#13. I believe we adequately address items [family relationships and [identity development]. However, the affective issues surrounding items [alcohol use/abuse, peer pressure, drug use/abuse] would certainly be done better with full-time drug and alcohol resource people. The financial times do not warrant additional . We need to seek new partnerships with human service agencies so that it might be commonplace to have social workers and ADAP people house in the schools, but paid for by the Agency of Human Services.

#14. No. We need more therapists and counselors. Then we need to reschedule the students' day to include time to access therapeutic support.

#15. Not enough support staff because of high volume of students needing assistance.

Space is not adequate to allow for small group meetings. We need more staff, more space.

We need a teachers update on drug abuse. Although we all received initial training, we receive no follow-up training.

#16. I think our school does better than many schools, based on what others have said. I would like to see our students more aggressively address the issue of alcohol and drug use.

#17. Yes, for the most part.

#18. The guidance counselor and school psychologist address these issues. We also have small groups led by an outside counselor. More social skills teaching in the classroom might be beneficial.

#19. I think our school is well-equipped to handle the challenges I listed above. Our school is consistent when it comes to rules and procedures. This helps children to know what is expected and to test limits in a safe environment. For students with more severe social and emotional problems, we have a number of options available for support, including the instructional support team, weekly meetings with consulting teachers, an excellent nurse, a guidance counselor and a part-time psychologist as well as support from other teachers and our principal.

#20. Our school goes out of its way to provide counseling to students. Students need to be held accountable for their actions. Many times they rely on other individuals to absorb their problems. They lack in problem solving skills and in

having a value system. The absence of discipline in the home, accountability, encourages the use of alcohol and sexual activity.

#21. During the school day our school is sufficiently staffed. But would like to see the school offer after school programs for those who are not into sports, drama, music. Students with low self-esteem don't participate.

#22. I believe the school is not adequately staffed to deal with issues that students are facing. Building connections with youth is a very critical need. In the best of all worlds I would like to see smaller (more teachers) classes and more counselors where teachers and counselors would have smaller caseloads to really connect with students. I fully realize budget issues and taxpayer problems. It clearly becomes an issue of priorities for this country. What schools are being asked to provide today is very different from 25 years ago.

#23. Our school staff is stretched to the maximum by these student problems, which often threatened to overwhelm our primary responsibility of providing education. Students are coming to school with tremendous problems not dealt with by family, church or community resources. If the school is the agency that deals with these student problems more staff and resources are badly needed. Otherwise some other part of the community needs to provide for those who are our adults of the future.

#24. Yes. Each year we seem to have more students who need special help. We have several people who are on staff to counsel these students--some are full-time, some are part-time.
I would like to see a course (offered to all teachers and staff) that would address these issues--how to identify students at risk and skills to deal with these students in the classroom.

#25. We are heading in that direction (being sufficiently staffed and equipped). There is a problem of time. Presently there is not enough free time for many of these students to be helped to the degree that they need. In order for these students to succeed in school they need to resolve many issues that face them--or to find strategies to deal with these issues so that they can focus on academics.

#26. I don't know that we can offer solutions, since in many ways we are involved in the problem. Peer pressure, wide-spread substance abuse, sexual activity, and identity confusion are all greatly augmented by the public school environment where students form peer groups, make after school plans, etc., and where we offer them alternative worlds only to confuse them more. We have counseling, etc., for them, but we can't make them respond to it, or even go. Perhaps we can start by recognizing our part in the problem. I think perhaps we need more teacher training and input into programs to help students.

#27. Hard to say. We try to prepare them for life after school, but we have no way of measuring our success. We don't follow our graduates to see if we prepared them adequately. Most students have little idea of what they need to know or what they face, so we are limited by their lack of understanding of the importance of being successful in school.

Identity, sex and violence issues revolve around the family. We don't do much about supporting families, or involving them in the school. This is a huge undertaking. I would like us to find ways to get parents into the schools so they can see what we do and support it.

#28. No, we are not sufficiently staffed for these problems/needs. The family has changed and very rapidly since the 1960s, but school has remained basically the same. How the family interacts is an issue that is too much for a school to handle but how a child deals with anger, frustration, abandonment etc., can be dealt with to a certain degree in school. We are not staffed correctly because no one can take a mother or father's place. Yes, we need to help students more because they cannot learn until their basic needs are met.

#29. I don't think any school is equipped to offer solutions. The student population comes from such a wide variety of backgrounds from parents who could care less to parents who control or try to control their children. With so many differing views about what is okay and what isn't, it seems difficult to gain much ground. Schools were/are supposed to teach subjects like English, match, science, and parents are supposed to take care of the child's other needs. It seems more and more schools are being asked to teach social skills and behavior with morality if that were possible as well as feed and care for children in general.

#30. There seem to be a multitude of agencies involved to help students with these problems, but no involvement on the same level of church leadership. This "separation of church and state" eliminated the resources and input of a significantly important part of a student's development--the moral development.

#31. Our school system is trying very hard to meet the needs of all of our students. However, just when it seems one need is met more problems appear. Teens without guidance from home is the biggest problem. Society expects our educational institutions to deal with everything. We are constantly criticized for not meeting the education mandates of our modern world. It is increasingly difficult to do this while at the same time providing the nurturing they should be receiving elsewhere.

#32. The problems are societal, not educational. The best we can do is provide an encouraging, safe environment where students are inspired to look beyond their immediate personal difficulties and where the information is they need to make career/personal decisions is provided.

#33. If numbers mean anything we certainly seem to have many people dealing with the above issues: 2 psychologists; 2 guidance counselors; 1 student assistant person; 14 special educators; several teachers who are advisors to student organizations like SADD, GMTI, etc. I don't know how many students are identified as emotionally disturbed. I am not sure of the intent of this question. Educational needs vs. emotional needs.

#34. Yes, we have a dedicated, well educated professional staff. We have a good system but are not willing to stay at that point. We continually strive to get better--"A Community of Learners with the Courage to Grow." We will keep growing. We are willing to take chances and reach further. Our programs keep in focus the number of critical problems our students face before, during, and after school.

#35. I believe there are sufficient "nets" in place to deal with most issues above. Peoples Academy has, I think, found "nets" for those who need special attention.

#36. I feel we need a full-time health educator with a health requirement for graduation.

I addition, I believe we need a middle school counselor in addition to the two people in the high school. The demands on the guidance office with the diversity of prevention, academic and life planning, and services requires more than two people 7-12 can effectively meet.

#37. In part. Problem would be availability of staff--no one is really "on call."

Have a place for kids to go (location) when "in crisis" until a qualified adult can see them.

Survey Question No. 4

Do you feel the school is the appropriate place to deal with these issues? Please explain your answer.

#1. A number of years ago I would have said the family is the place to deal with those issues. But the make up of a typical American family ain't what it used to be for whatever reason. Therefore, it becomes a school responsibility--like it or not. it has to be done and like they say, "Someone's gotta do it."

#2. There should not be as many discipline issues, but if they're not settled out of school, we have to deal with them. We receive the products of troubled parents and must find ways to support the students during the time they are with us.

#3. Since school has become a primary care giver in children's lives and is a central community support service provider, it seems very appropriate that schools facilitate assistance around issues.

#4. I think that school is the appropriate place to deal with school-related issues. I'm not sure that it's the most appropriate place to deal with other issues, but believe that for many kids, school may be the only place which will deal with them.

#5. Whether or not school is the "appropriate" place to deal with these issues is a moot point. The fact is that school is dealing with these issues because this is where they play out. What we need to do is sent the same messages to kids with parents and community about the appropriateness of these activities--as well as teach coping skills and decision making which help kids function in ways that help them get their needs met.

#6. When the issues prevent a student's ability to partake of what the school has to offer, we must deal with these issues.

#7. School is a powerful place, but the family is more powerful. We must not try to do it alone. We have to "hook in" the family.

#8. Yes, I do believe school to be the place to deal with these issues. If home is not a place to deal or help work troubling issues out, their school is the next best place. A child can usually find a person at school who they know would love to listen to their frustrations.

#9. Yes, because they are not being dealt with at home or by any state or local agencies, and they need to be dealt with. School is a place where they can deal with some but not all these issues.

#10. Parents and home are the people and the place to deal with many of these issues, but schools are the places that fill the gaps when families are dysfunctional.

#11. Having been working with students for a number of years, I find that the school has been forced to deal with problems that should be in the home. I can't believe that we should be taking over the role we're are now playing. It is like a "Catch-22" that the more the schools do the less is done in the home.

#12. Yes, that is a big part of our job.

#13. With deep conviction, I do not believe schools were intended to deal with these issues. However, the reality is that schools have become the one agency that people look to solve all of their needs. In effect we have tried to address needs that no one has answers for.

#14. Under the present model, it's appropriate but not effective. As we move toward restructuring curriculum and school as a community learning center involving an interagency and cross-age network, we can become more effective in dealing with these issues.

#15. Yes, because ones who need support the most are the ones who do not receive support, education at home.

#16. I'd prefer that these issues be addressed at home or elsewhere so that we could focus on academics. However, I'm afraid that philosophy is unrealistic.

#17. Yes, because I feel that education today needs to include more than just reading, writing, and arithmetic in order to adequately prepare today's youth for life ahead.

#18. Yes! Students spend a large amount of their time in school. School experience affects self-esteem which affects the students response in all categories.

#19. I would love to be able to teach students who are not distracted by stresses outside the school. However, the reality is that life for all children and families is different now than it was twenty or thirty years ago. Children are less able to enjoy the luxuries of time for unstructured play, freedom to explore their world without fear, and a world where values are clear, simple and unambiguous.

#20. Schools have absorbed massive amounts of responsibility that were originally family responsibilities. If more parents addressed parenting as a serious issue and accountability many problems we face as educators would be ameliorated.

#21. Definitely. Time doesn't allow follow-up programs, however, and not enough information can be assimilated.
Families/parents are prevented from lecturing/teaching issues to children for fear of being different.

#22. In some issues perhaps school is not the most appropriate place. My question is, however, if schools do not deal with these issues who does deal with them? Youth bring these issues to school! In many instances we have not choice but to deal with them.

#23. Yes. Other agencys' involvement is welcomed, but resources of all agencies are strained right now. Better parenting is crucial and severely lacking.

#24. It would be better for these issues to be dealt with at home. But many times the home is the problem! Most children are in school and this seems to be the only place where these children can get help.

#25. I'm not sure, but it's the only place that is available and willing at the moment.

#26. Once again, we are part of the problem. Therefore, we must address solutions.

#27. It's the only place. It's where the children are, and where all these social issues are manifest. This indicates that schools need to be very different in order to deal effectively with these social issues.

#28. To a certain degree, yes. Teaching caring/tolerance/respect for other humans is the job of all people in society. But children with great needs should be helped after school. Children who impinge on others' right to learn should be removed from school.

#29. We can teach and guide students, but when they go out into the world and see the things that they are being taught are disregarded outside the classroom, we can't make much of an impact. However, since the school is the only place we are teaching these things in some cases we need to keep trying.

#30. The school is increasingly being asked to take over the responsibilities of the family as the fabric of family falls apart. For many of these issues, I don't feel the school is the appropriate vehicle to deal with them. Family values can only be taught within strong families, otherwise, they become hypothetical to students.

#31. Somewhat addressed in previous answer. It is a copy out to say we shouldn't have to be addressing them. Someone has to or we will be trying to co-exist with an entire generation of misfits!

#32. The school should not focus on personal problems, per se, but it should provide students with the knowledge and experiences to help them overcome and see beyond their difficulties.

#33. (Combined with question #5.)

#34. Yes, as long as the support systems are in place. However, the ideal would be that kids arrive without all these and teachers could teach full-time. The public needs to be aware of our many roles and judge us accordingly. They ask for higher SATS but don't look at the many roles we play. Measure students' success according to where they are when they enter and where they are when they exit. Sometimes some of this growth is tough to measure.

#35. I'm honestly not sure. It seems so, but I dislike any "the sky is falling" syndrome symptoms I see from time to time.

#36. The school is the only (?) institution where all children spend a significant part of their day. Since the students' ability to be present willing learners is diminished by many of these issues it is most important that schools provide the services to enable students to function at a higher level.

#37. If problems comes to head/is visible at school--there should be a mechanism to deal with it. However, issues that deal with breaking law/dysfunctional homes--that should be handled by other public agencies and the crisis child should be removed from school.

Survey Question No. 5

To what degree to you feel your instructional time is compromised by the presence of these issues in the classroom?

#1. I do not deal with these issues except very superficially. I refer and defer to the qualified experts.

#2. It depends on the needs of the class. It would be 25-50 percent if there are severe needs.

#3. It depends on the class of students and the coping skills they have acquired before reaching us. A fair average would be 40 percent of the time.

#4. I believe that behavior issues stem from unresolved anger, etc., not directly related to the situation. I would guess that at least 10 percent of my time is wasted dealing with these behavior issues.

#5. It's difficult to tell. I'm not currently a classroom teacher. I think that students at this age [fifth and sixth graders] are becoming more aware of themselves in regard to peers. Socializing with peers becomes more important. I believe that the way we teach and what we teach is becoming more integrated with the needs of the students.

#6. Schools have always had to deal with students emotional and psychological development as well as academic. That's now new. What's new is that for some kids their needs are extreme and may not be met elsewhere. In some classrooms, on some days, a teacher's instructional time is extremely compromised by as few as one student.

#7. instructional time is compromised a great deal. Even when these issues aren't being addressed directly or overtly, they are often just below the surface. "It's like walking on egg shells," we've said.

#8. For myself, I do not feel that these issues compensate for my instructional time in class. If an issue does come up for discussion, we will discuss it as a class and hear others' thoughts. I feel lucky and glad to not have children who come from homes and lives that involve these issues.

#9. I would say 20-30 percent. I think the greater amount of time is spent outside the classroom, with students, teachers, counselors, parents, around the issues.

#10. Certainly some of my classroom times is pent dealing with issues, but not a large percent because I invite students in trouble to leave the room and deal with them later whenever possible.

#11. Too great a deal of instructional time is spent dealing with problems. So many issues have to be dealt with on an individual basis and therefore detracts from the other students. We are depriving the majority as we spend our instructional time on the few.

#12. I feel anytime a teacher can generate a good discussion on these issues that that is outstanding instructional time.

#13. Because we try "team" approaches to these issues (guidance, instructional support teams, faculty, nurse, administration) it is not often compromised. But there is no denying that before we can teach some kids we have to resolve the baggage that they enter school with.

#14. Moderate to substantial.

#15. 25 percent

#16. I probably spend 50-65 percent of my time on discipline, much of which relates to these issues.

#17. Not much at all. During instructional time my students know that I'm serious about my work. Unless there's a real crisis I stick to the lesson and business of the day.

#18. Instructional time is compromised when self-esteem and emotional issues (e.g. anger control) decrease the students availability for learning. Energy is siphoned off dealing with crisis.

#19. This seems to depend somewhat on the class itself. I hold class meetings weekly to discuss any overt problems or to discuss what is going well. Sometimes my class schedule is less flexible that it could be because I have to work around the schedules of aides, consulting teachers, and individual students' instructional schedules and needs. It tends to cut down on spontaneous changes in instruction and integration more than real instructional time.

#20. I hold my students accountable for their actions. They are aware of this and pretty much behave in an appropriate manner or they adjust very quickly. I am extremely aware of the use of alcohol, drugs, and sexual activity, while it doesn't affect my instructional time students are too focused on these things.

#21. 25 percent.

#22. Instructional time for many students is compromised because many are not in an emotional state to take advantage of instruction.

#23. In some classes it is very difficult to teach and students are impeded from learning by behavioral/emotional problems caused by personal/home problems.

#24. I would say that 75 percent of the time my instructional time is compromised by these issues. This year seems to be a particularly rough one. each year it seems to be increasing.

#25. Little. I focus on student learning. If a situation arises that interferes with student learning I remove the student or students that are causing it. Yet, I recognize that these students need help to overcome their problems if they are to participate with their peers and if they are to succeed! This school does an incredible job supporting these students.

#26. 100 percent! There is not a time or lesson that is not altered, compromised, or failed as a result of these issues! but we do not teach machines; we are unrealistic to every expect this not to happen.

#27. Well over half the time. This is unavoidable if you put a large number of adolescents in an artificial environment with adult role models. The idea of expecting focused intellectual activity from putting hundreds of teenagers at desks under one roof is ridiculous on its face.

#28. This is difficult because it changes with each group and it changes day to day. Some days up to 90 percent of my time can be spent dealing with these issues. some days only five percent. Every day there is come time spent with this. I try not to let it compromise teaching time. You need to understand that planning time is often taken up with these issues entirely and that compromised instructional time.

#29. A student who is tired, hungry or worried about problems at home cannot lean well. Some have never learned the proper way to behave and must be taught. Some are so upset they bring their problems into the classroom disrupting classes and distracting students who want to learn. It is difficult to teach when students are unable or unwilling to learn. I some cases there is not desire to learn and enjoyment in preventing classes from progressing smoothly.

#30. Not a great deal. Most of my discussion of these issues takes place outside regular classroom time.

#31. Unfortunately in the recent past I have made a decision. I no longer ask students if they appear to be troubled. I am becoming callous. I have to be if I am going to address my educational goals.

#32. Some classes are dramatically compromised by the students' personal fears, social situations, and home and media

induced negative attitudes toward learning. Some classes move along without too much hindrance by students' personal problems.

#33. Yes, but I also worry that we are trying to do so many things that we may not do any of them very well. The basic purpose of school is to educate--to make people literate, develop affective and cognitive skills. If tired, energy and resources are redirected to social and emotional developmental issues. We need to start thinking about "restructuring" our educational and community social service institutions.

#34. After 20 years, I find it more difficult to focus purely on academics. I addressed this in #3.

#35. There you have it...at times I feel inundated with "special ed" paperwork, meetings, guidance, etc. The kids themselves, of course, have to deal with this on a more personal level.

#36. n/a

#37. A great deal. It would be best not to have these constant crisis individuals around if circumstances of their lives don't change.

Survey Question No. 6

What would you tell future teachers about the social and emotional development issues they are likely to encounter in the classroom?

#1. If colleges are preparing new teachers as well as they should a future teacher will be well prepared and ready to handle certain issues. If not I would tell a future teacher to get to know the people in either the school or community who can best help.

#2. Middle level students have additional needs because of the nature of adolescence. Teachers need to be able to listen, advise, and be a support to students. Many times, you are the only stability in their lives.

Teaching middle level students can be tiring, frustrating, but also challenging and exhilarating. One can reason with them, discuss decisions, and influence the behavior of these students.

Be prepared for a big commitment in time and energy, but it is the best of all worlds--teaching middle level students. They are energizing!

#3. Many of our students have low self-esteem due to rejection they feel by parents and peers. Many parents find it difficult to express affection and deal with their children in a punitive rather than nurturing mode.

Many children have difficulty attending, and they become frustrated. Their response is to be physically aggressive and verbally abusive. Social skills are low.

As families experience a change in economics, many children lack food and proper clothing in their homes. Often the breakfast and lunch at school is their only nourishment of the day. Hygiene becomes an issue due to lack of clothing and ability to pay for laundering. This creates barriers for relationships with peers.

#4. Be prepared for *anything* and make it your personal responsibility to *look* for signs of distress in students and deal with them as soon as and as best as possible (through one-on-one time, referrals, phone calls home, etc.). Also, respect an individual's choice to disclose or not disclose information, but provide opportunities to be approached. If approached by a child, never promise that you "won't tell anyone." You are bound by law to report suspected abuse/neglect. Realize that you may be the only adult a child feels he or she can trust.

#5. Teachers will need to learn how to work with students in these areas.

Establishing relationships with students that are positive and enduring will help with the ability to teach. The relationship that the teacher has with the child is the vehicle through which the child learns.

Teachers will need to understand social/emotional development and how to help students make good decisions for themselves.

Having a wide variety of behavior management and teaching techniques and the flexibility to use them appropriately or creatively is extremely important.

#6. You have to address these issues as well as instructional issues. Classrooms and the school in general need to be nurturing, family-like environments. There has to be flexibility and limits. Teachers have to allow time for class meetings. And yet, we don't want to force kids to deal with issues if they appear to be coping well. We need to let them cope.

I would tell teachers to prepare to have their emotions and intellect, their talents and time challenged. I would tell them to ask for help and support without feeling ashamed.

#7. You have to address these issues as well as instructional issues. Classrooms and the school in general need to be nurturing, family-like environments. There has to be flexibility and limits. Teachers have to allow time for class meetings. And yet, we don't want to force kids to deal with issues if they appear to be coping well. We need to let them cope.

I would tell teachers to prepare to have their emotions and intellect, their talents, and time challenged. I would tell them to ask for help and support without feeling ashamed.

#8. I would inform future teachers that the extent of social and emotional development concerns which enter the classroom are far more than you could ever imagine. Some will be issues you knew you could count on seeing and others will blow you away. My suggestion is to talk to teachers and ask them to share some things around this topic they have seen. Be ready for EVERYTHING!!

#9. Make sure they have some child psychology background. There are numerous issues that they need to be aware of. Abuse of all kinds, divorce, custody battles, physical hygiene, problems, poverty.

#10. Middle level students are unique and need teachers trained to teach them specifically. These students need opportunities to feel important, needed, to relate with peers. There are cliques particularly among the girls. There are often students with hurt feelings. These students want independence but don't know how to use it when they get it.

#11. My advice to future teachers is that they are going to have to have degrees in many things in order to meet the needs of the present day student. A teacher no longer teaches the subject they had planned on, but have to recognize all the other social and emotional problems of their students. We no longer have the

eager learner waiting to soak up knowledge (he is overshadowed by the reluctant, disturbed ones), but, future teacher, be sure you have all kinds of patience, understanding, and compassion as well as all your teaching skills. You will wear many hats before you complete a year.

#12. I think people and students always expect more and better from teachers. There is a great lack of respect for teachers in this society and the students have adopted that attitude. One has to be very prepared, educated, and relaxed to deal with today's student.

#13. I would tell them to be trained as a teacher, but be able to respond to a myriad of social/emotional issues that often times seem contradictory to the purpose of education!

#14. Address them. Research and personal experience shows that real issues occupying adolescent existence left unresolved are likely to cause discomfort or a void in adulthood.

#15. Get the training. Insist on training. Make rumbles if you don't get training.

#16. That there are many variables they cannot control. Students need strong, consistent modeling. The ideal teaching/learning environment does not exist in the public school.

#17. They need to be prepared to deal with anything. Everyday is different and comes with its own unique challenges, which, I feel, makes it fun. Children come to school today with far more "baggage" than they used to. Accept each child and person for who they are--do what you can for them and feel good about it. Even though I feel kids today are coming to us with this baggage, their basic needs over time have not changed. They all need to be loved, have limits, be respected and accepted for who they are.

#18. Social and emotional development issues definitely are of primary importance in classroom management. Dealing with these issues is an ongoing consideration. Directly teaching social skills is becoming more necessary.

#19. I would tell them that many of their students will be impulsive, some will lack self-control, while a number will seem unable to attend to their tasks for a sustained amount of time. At the age I teach [fifth grade], fairness is a very important issue. Children of this age are maturing physically. They are often preoccupied with boy/girl issues with crushes on each other one minute and little use for each other the next. Friendships can be solid one minute and tenuous the next. The range of social and emotional maturity will be wide. while some students are playing with dolls and trucks, others will be planning movie "dates". Be prepared.

#20. Be prepared to encounter a vast number of issues, the most obvious being me-ism. The social and emotional issues often create major problems within the classroom - behavioral and peer.

#21. Be prepared!! It is important to know how to approach students with various issues--emotions take away from academics. Empathy is needed. Knowledge of today's children is crucial.

#22. I would tell future teachers to be ready to assist students in their social and development issues. I believe people go into teaching because they are committed to having an impact on a young person's life. It is a very rewarding challenging profession.

Identity development is a most important issue. Respecting and valuing the youth of today is an important mission that we have as teachers. If "kids" truly know that we care about them, that we will listen, that we will work hard with them, I am optimistic about our future.

#23. (no response)

#24. I would tell future teachers to be prepared to deal with many problems caused by the use and abuse of alcohol and drugs; not only the use and abuse by the students themselves but also that of their parents. There seems to be more students with learning difficulties, emotional and social problems. Many students do not have a stable home life when they have good role models to imitate or learn from.

You will be confronted with students who want to do what they want to do when they want to do it! Many of these students do not have the social skills need to get along in society.

#25. Be prepared. Be able to recognize what is developmentally appropriate and what is an issue that needs to be dealt with--then be aware of the available resources in your school to help you and the student(s).

#26. Focus on the students and the classroom dynamics rather than on a concept or content when planning lessons. Plan experiments, cognitive dissonance, choices, etc., to address where student's needs are. If you're not there for the kids, get out.

#27. Remember what you felt, knew, believed, and thought when you were in high school. Expect students to be the same way. Don't expect much support from parents or the school (lack of personnel and resources, rules of confidentiality).

#28. This could be a thesis. Since I teach middle grades, I would tell them to read everything they can about development at these ages. Things I have encountered and so they should expect to are: physical abuse, sexual abuse, emotionally disturbed, abandonment, apathy, pregnancy, incest, violence. Of course this

is just a sampling. Add this to young people trying to gain independence and just the regular pitfalls of life and what to expect is everything. They will be tired emotionally every day.

#29. Learning to deal with these issues takes as much if not more than planning your content material. You need to almost separate the student into two parts. The real student and their behavior which in many cases comes from the problems they are experiencing outside the classroom. Most difficult students lead difficult lives and have developed these behaviors to cope. Even after the situation is resolved they may not let go of learned behaviors. You can only offer your help and guidance; it is up to the student to accept it.

#30. Social and emotional issues are consuming a larger share of instructional time. There best preparation would come from a strong personal family background, as well as having strong interpersonal communication skills with which to interact effectively with students.

#31. To be prepared for the harsh reality that they are not going to be able to help every student that will appear to be at risk. At best they can be sympathetic up to a point, but generally speaking we can not fix our "ill" society.

#32. They will be there but you can't let them swamp your classes or your students. Be compassionate and allow emotional space for troubled students, but keep standards high!

#33. (no response)

#34. Students coming to school have a wider range than ever. The extremes on each end of the spectrum are widening. However, students have more knowledge than the past. We need to facilitate that knowledge and stretch ourselves even further.

#35. Check the home life/background of your students early in the year and let this temper your attitude for a while early in the year.

#36. You must always remember that you teach students, not subjects, and our greatest product is a healthy, positive person capable of being an active and positive member of a family or community and continuing their education.

#37. Education is less and less the issue. Re-socialization is. Get a degree in psychology or find a different career.

Survey Question No. 7

Describe how having a psychologist on the staff affects your ability to meet the educational needs of your students?

#1. Less time spent on issues I am not qualified to deal with. Let those whose job it is deal with it. A psychologist is of great help. I almost think we need more that the one we have. And I wish the one we have had more time to deal with the increasing number of problems.

#2. When there are severe problems, a psychologist can influence decisions made.

#3. Our psychologist provides knowledge around behavior plans, family dynamics, educational testing criteria/results and social skills for children in crisis. Another important piece is coordination with outside counseling services.

#4. I believe that having a professional on hand to help organize, educate and deal with troubled kids is very helpful and desirable. It doesn't mean, however, that behavior problems cease to exist or that every child is helped. It appears that the "worst" cases do get handled quite well. It's good to have a psychologist as a resource.

#5. Staff psychologist consults with teams regarding specific students and strategies to help them. teams learn how to determine their level of success in working with students. The psychologist helps us coordinate efforts with existing community resources to meet the needs of these students throughout the entire day when necessary. The school psychologist has worked to help our school develop a format for writing and implementing behavior plans for students. Conducts groups on anger management, stress and coping skills, etc. Works with the guidance counselor to support programs for students.

#6. Our psychologist is a key member of the teams who plan for our most challenging kids. His expertise is critical to those teams.

#7. The psychologist helps, but we don't have enough of him to "fix" stuff. It feels like he helps us survive another day, but he doesn't or we haven't found a way to resolve the stuff that basically sucks energy out of everybody.

#8. Having a psychologist helps us as educators understand in depth what we are seeing each day which helps us to deal with it in the best way suitable to the situation. Since teachers have to wear many hats each day, It is nice to have a professional in the area of psychology to help us understand the big question: "Why?"

#9. It helps because they understand a lot of the underlying issues that students and/or parents have. Especially when there are behavioral changes or problems with a student. It helps you better understand the family situation and can deal with the student a lot better.

#10. We have a psychologist part-time. He is helpful in observation, counseling and recommendations.

#11. By recognizing problems in a student, I feel having a trained person available to help him/her is a relief. I do not feel qualified to offer some of the help needed. I also feel that he has other means to offer that are not available to me. I feel sure it has helped many confused youngsters and made it easier for the classroom.

#12. (no response)

#13. Our having access to an on-site psychologist enables us to address the needs of kids who have issues beyond the training of a teacher/counselor. We have a significant population of children who have family issues, suicide issues, and identity issues that can be solved only in a therapeutic program of some duration. This therapy helps children cope and ultimately to develop the necessary skills to succeed.

#14. We are experts at and quick to provide compensatory, remedial, and supplementary education to meet the needs of students with learning disabilities, who ar learning impaired, and those that are physically handicapped, but we need to expand on our support resources for students with emotional handicaps and support resources for teachers of students with emotional handicaps.

#15. Phew! Psychologist is indispensable! Child sees psychologist as his/her advocate. Also, social training does not always happen in classroom and psychologist provides that.

#16. My guess is that the psychologist is responsible for intercepting situations which could result in a student/classroom becoming out of control. We are still able to function fairly effectively even though we do have students with severe problems.

#17. It gives us one more trained resource person and listener for the students.

#18. Consultation with the psychologist is often very helpful. Classroom observations by the psychologist can bring a new perspective with beneficial effects. The psychologist can be particularly helpful in drawing up behavior plans and talking with parents about them.

#19. In our school, our psychologist helps by working with teachers and support staff to offer: strategies for dealing with difficult or disruptive behaviors; support groups for students dealing with a particular issue such as anger control, divorce, etc.; and collaboration with teams meeting around particular students to help make school a successful place for them.

#20. Students having serious emotional problems have a positive resource. Many times the social problems seem to be a result of the emotional so these are addressed as well. The presence of a psychologist takes some of the burden off the guidance counselors and provides an excellent resource for the administration.

#21. The psychologist is able to see and explain the child's behavior in a different light.
Too often teachers are "narrow minded" and cannot see the whole spectrum.
Yes--I am a teacher!

#22. A psychologist on staff is most helpful! It allows for more effective collaboration around children who have intense needs! Our psychologist is most helpful in helping teachers and counselors support students in special ways, e.g. reward systems, learning styles, family interventions, diagnosis of learning problems, therapeutic counseling.

#23. The psychologist works with the students most in need of professional help, freeing school personnel to work with more education-based issues. Many other students could use these services if they were available.

#24. The psychologist works with students to help them control their behaviors and in turn works out strategies that both students and teachers can use in the classroom.

#25. A psychologist is able to help these students in ways that a teacher cannot. We are not trained to, nor do we have the time to help the student one on one. I feel that the reasons my instructional time is not compromised (#5) is because of the excellent support the student is getting when not in my class--not only from the psychologist but by counselors, special educators, and peers.

#26. I have no real idea. He does meet with some students, but I can't tell how much they are helped by this. I have never been aided by their suggestions as far as classroom ideas goes.

#27. I don't know. Do we have one? I suppose it would help students deal with their troubles and make them less distracted, more able to learn.

#28. The psychologist can address many things that I do not have time, for in the classroom and that I should not take time

for. So it helps in that many needs are being met. Often things will come up and the child will know its okay to wait because he/she will have a meeting with the school psychologist.

#29. It is good that there is someone on staff to refer students to for help. But that will not necessarily solve the problem. Even the best psychologist cannot make treatment work. So for however many students we can help, that is great. But a teacher or psychologist is only as good as the student is receptive to what they have to say.

#30. Most of the time having a psychologist is helpful because he is able to research the more difficult cases much more thoroughly that we or guidance would be able to, and develop corrective strategies to help the student succeed.

#31. Tremendous help. Without assistance we would all be ready at times to throw up our hands in desperation.

#32. It's good for dealing with crisis situations.

#33. I would hope so, but to be very frank I don't know what they are doing--the hours in the building; how many students they see, etc.; what community organizations they work with. I don't think most people on the staff knows either. This doesn't speak well for us.

#34. It should help kids and teachers to devise a way to move on. Past history (family history) helps to figure out why students are acting a certain way. However, they shouldn't dwell on it and use it as a reason not to grow. They need to gain and grow.

#35. I'm at a loss to do so. I'm from "the old school" to some degree and although I agree services are indeed needed, I feel that the day will have to structured to deal with both the person and the education.

#36. Students whose basic needs for safety, shelter and belonging are not met can not engage effectively in the classroom and often disrupt that class for others. Having a psychologist on staff to perform direct services to students at school, and to consult with staff in regard to students needs is very helpful. Many children who need services would not get them if we did not have personnel.

#37. It would be nice of the issues of availability was settled. Crises can't/don't wait for the psychologist's "day" in this building.